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# The AGRICULTURAL EDUCATION Magazine

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**Featuring—Informational Programs  
about Vocational  
Education in Agriculture**

# The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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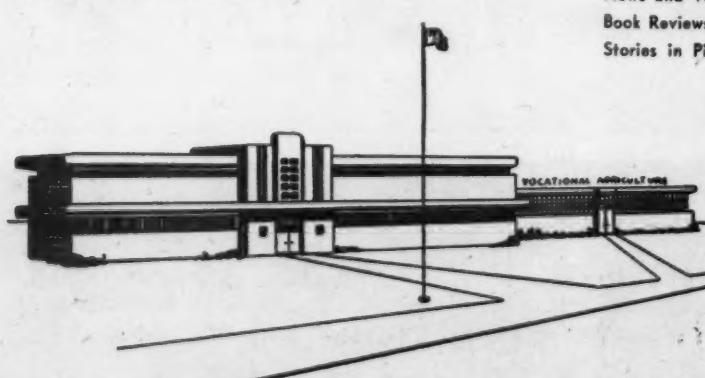
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# *Editorials*

## Lack of Information: A Major Impediment to Our Programs

EDGAR E. CLANIN, Teacher Education,  
Purdue University

It is my belief that we, as workers in vocational education in agriculture, are too often guilty of assuming that the people who comprise our clientele know all that they need to know concerning the objectives, goals, methods and accomplishments of our programs. By our actions, we seem to imply at times that once having told our story to individuals and groups there is no further need to continue a program of information and/or publicity. Action based upon such an assumption is certainly not conducive to an improved and enlightened understanding of our programs.

It has been a common experience of persons who make in-service educational contacts with school administrators, school board members and members of lay advisory councils to be told after a period of explanation regarding some concept of the total program of vocational education in agriculture, "Thank you very much for explaining that to me. I've often wondered about that point (the concept in question) but I never really heard it explained before. I believe we can now go forward with our local programs to include these ideas."

When we consider the advent of new administrators and similar people each year into important roles in relation to our programs, it should be seen readily that we must continue to inform these new colleagues in our program every year to some degree.

We must also make more efforts to inform all of the people in our communities regarding their "share" in our educational programs. Our proposed program of work and related activities, progress reports, and selected aspects of the annual program evaluation report should be published and disseminated to the people of the community. The public cannot be expected to cooperate to the fullest extent unless it has a clear understanding of the aims and purposes and the possible achievements of vocational education in agriculture. If you are proposing some changes in your programming, you must remember that people do not want something about which they know nothing. We must keep them informed if we are to change our programs as they should be changed in a dynamic society.

Teachers, teacher trainers, supervisors and directors of vocational education in agriculture each have their role to play in the total program of information and/or publicity. We must each accept our share of the total

## *From the Editor's Desk . . .*

### For a More Effective Public Information Program - - -

If public knowledge about *vocational agriculture* is used as the criterion of effectiveness, then past and present informational programs scarcely fall in the category of "Well, its a beginning." We need to inject some realism into basic decisions about our public information programs.

*First*, we need to come to some decision as to what we hope to achieve through a public information program. Is our objective to glorify one aspect of the total program or to develop a public image of vocational agriculture which will result in vocal public support, even a demand, for keeping vocational agriculture in the curriculum and adult farmer programs available for all who want them?

*Secondly*, we must determine what part of the total public it is most important for us to reach. It is improbable that we can ever reach all of the public. Our limited time and resources force us to make a choice. Toward whom, then, should our efforts be directed? After deciding to try to reach all of the public in our own school districts, where do we turn? To legislators? To leaders of large organizations? To businessmen? The decision is vital since the kind of program effective in influencing the thinking of one group may be ineffective when trying to influence the thinking of another group.

*Thirdly*, we need to know the kinds of techniques and information which will be most effective. Will the public in our school districts be influenced by the knowledge that over half of the employed persons in the district work in agricultural occupations? Can this message be transmitted through newspapers and radio or are presentations at public meetings needed? Will legislators be influenced by the numbers and attitudes of persons being served by the vocational agriculture program? What kinds of reports from local communities to legislators are needed? Do businessmen recognize what portion of their total transactions are directly dependent on farming and other agricultural occupations? What can be done, by whom and how to show how vocational agriculture is related to each of the factors to be used in influencing the groups we wish to influence?

*Fourth*, we need to determine who should take responsibility for informing the public. The teacher of vocational agriculture is the logical person to direct the public information program at the local level. Should our professional organizations be responsible

### Lack of Information—

responsibility at the level of our position if our programs are not to be impeded for lack of information and public understanding. We should enlist the help of our advisory councils, students and school administrators. Let us, however, be careful that our information program not be designed to, in any sense, deceive the public or to enhance our own prestige or ego. We must have a personal philosophy which will accept and foster the viewpoint that our programs are cooperatively planned and developed by the united energies and actions of many people. Let us be positive as we tell about our problems and as we react to the constructive criticism which is given.

Have you organized your program of information for the next year? Plan it carefully and do not overlook the many kinds of vehicles at hand for dissemination of information about your program. Let it not be said that you contributed through not having a planned information program to the

lack of understanding or the misunderstanding of our total programs of vocational education in agriculture. Let us not be guilty of impeding our own programs! □

### For a More Effective—

at the state and national levels?

*Fifth*, ideas and aids for information programs must be developed and distributed at all levels of operation. Who can do the spade work? How can ideas be exchanged? Can our professional organizations employ personnel to do development work and to prod those who are not getting the job done?

*Last*, continuing evaluation is required to eliminate ineffective practices and to spot-light effective practices. The ruts of past practices can become deep. The individual needs help to escape from them.

If we believe in our work and have programs of which we are truly proud, the task of providing an effective public information program will be

a challenge we shall enjoy meeting. Enlarging school districts and strong information programs in other areas of education leave us with no alternative except that of developing our own information program if vocational agriculture is to remain a strong force in the future of agriculture and the country. □

### The Cover Picture

Kansas has long been known as the wheat state of the nation and, quite naturally, the instruction in vocational agriculture has centered to a considerable extent about this crop. The cover photo depicts Stanley Jones, president of the Salina chapter of Future Farmers and a senior in vocational agriculture, considering some of the problems of the wheat farmer. The Kansas student of vocational agriculture is concerned with wheat production problems from the standpoint of the wheat field on the family-sized farm through the marketing process and the big business elevator concern to the consumer. □

## Farm People Need to Know!

KENNETH E. CLARK, Vo-Ag Instructor,  
Fort Fairfield, Maine



Agriculture, one of the oldest vocations of man, is in need of some better public relations. We hear and read a lot about the declining farm population as modern mechanization has allowed one farmer to replace several farmers in the production of food and fiber. Today only one-tenth of our population are farmers, yet this ten percent supply the other ninety percent with all the goods they can consume and more.

With this declining farm population, college deans, agricultural teachers and those interested in agriculture are fighting a defensive battle trying to justify the existence of agricultural courses of study at both the college and high school levels. Farm people, because of the unfavorable squeeze of prices received vs. mushrooming costs of the things they purchase, are in many instances dis-

couraged. They do not want their sons to farm. What can we as teachers of vocational agriculture do about it?

Acceptance of the foregoing facts suggests that we had better hit the trails leading to each farm home that has a prospective teenager ready to enter high school for a bit of counseling. It's time we spoke up for agriculture and told the story of opportunities that exist for those trained in this field.

It's time all people realize that civilization begins—and ends—with agriculture. If you don't think so, just take a look at life in countries where agriculture is underdeveloped.

We have a job to do. Farm people have got to be informed of the unlimited opportunities for the person trained in agriculture. They need to know that today agriculture is a sci-

ence, a business, a profession, and an industry. Agriculture supplies everything we eat, nearly everything we wear and much of what goes into the construction of our homes. Agriculture provides more careers than any other industry. In fact, more of these opportunities for the agriculturally trained person are available in the cities than on the farms.

Long ago agriculture became much more than just milking cows, picking potatoes and pulling weeds—but not always so in the mind of the student. The folks in your area need to know that statistics show that only one agriculture graduate out of six, 17 percent, now go directly into farming. That means that eighty to eighty-five percent find career opportunities in allied occupations of this dynamic industry.

I think, too, that you should tell the parents and prospective students about some of the graduates of your department and the work they are now in. I have seen boys from this department who have gone on to a college of agriculture win success in congressional halls, life insurance, business, farm credit, industrial production, agricultural engineering, teaching, and several other occupations.

It is time to tell the farm folks that agricultural college graduates are entering business and professional positions at salaries equal to the average enjoyed by graduates of the other colleges.

How do we do it? All I can tell you is of my own experiences. During the summer months I feel that it is my responsibility to the farm families who have boys entering high school to interpret and explain the opportunities that do exist in the agricultural field.

I begin a visit by saying, "I'm calling on you folks today to talk about Joe's high school program of studies, not with the intention of changing any plans you might have for him, but with the hope that I might be able to point out some things that you do not know about our course of study and also the tremendous opportunities that exist in agriculture for those trained in this field. The State Department of Vocational Agriculture expects me to call on all farm boys entering school this fall." In most instances folks appreciate the fact that someone is interested in their youngster.

I'm not proud of the fact that most parents are entirely ignorant of our program. Questions such as, "Can Joe get into college if he takes agriculture in high school?" and "Can Joe take the agricultural course of study and get the languages and mathematics he needs to get into college?" These and many more good questions are asked by parents. They need to know the answers.

To answer these questions I take along the program of studies offered at the school. I point out that if Joe enrolls in the "College Course in Agriculture," he will have to be a superior student. The student will be challenged by four years of college English; two years of algebra, plus plane geometry and senior math; biology, chemistry and physics in the science field; and a course in United States history. If Joe can carry the load, he may elect a year of French or Latin and a semester's course in typing. In reality, in this "College Course in Agriculture," Joe is taking the college preparatory course of study, minus world history, civics and the required three years in any one language. But we find that most farm boys are not interested in the college

arts (languages) program. The scientific program is more appealing to them, and Latin or French is not an entrance requirement for any agriculture college that we know about.

In conclusion, we find that in every instance when the parents have been counseled, they are grateful that you are interested enough in Joe to take the time to explain not only the vo-ag program but, also, the high school course of study.

It has worked for us. In the past three years we have increased our enrollment from 28 to 48 pupils. Of the 48 presently enrolled, 21 are taking the college program as outlined in this article. Some of them will not be able to get the necessary grades in this challenging program to meet college entrance requirements, but many of them will. Each year for the past two years, we have been fortunate in having the best students in the entering freshman class enrolled in our program. Some of these boys will go on to find a job and, we hope, be leaders in the field of agriculture. We need them as leaders of tomorrow, but we have to go after them today. □

## The Public Must Know

C. W. HILL, Teacher Education, Cornell University



Do you have helpers in your community working with you? What is the attitude of the people toward vocational agriculture in the school district? Is it one that is favorable and supports your work with high school boys, young farmers and adult farmers? Do the people in your community really know the vocational agriculture program? They are not likely to support that which they do not know.

There must be in operation a good, sound instructional program. This is the basis for a public relations program. A grand fellow about town is building a house on sand rather than on solid rock. We can't tell the public about something that does not exist. The FFA organization provides opportunities for many good public

relations activities. We have done very well in telling the FFA story.

There is a great need for us to tell more of the educational program in vocational agriculture. What are its purposes and objectives? Who may enroll in vocational agriculture? What is the instructional content? What methods are used? What are the purposes of supervised farming and its relationship to the course of study and the classroom instruction? Why provide the pupils with a program of directed experiences? Why does the teacher work with boys and young farmers on the farms? People must know that vocational agriculture is a part of the educational program in the school. It is a planned, systematic instruction designed to achieve ob-

jectives. They should know that scientific agricultural information is applied in the doing of farm jobs or operations by the students. The application of agricultural principles to real farm problems makes for effective learning. Once parents know and understand, the teaching process becomes much easier for the instructor. They will give their cooperation and assistance in providing learning activities on the farm.

Too much is often taken for granted. It cannot be assumed that because we know, others know also. Stop for a minute. What planned and executed program of informing the public has been in operation? Or has it been incidental? Boys generally do not communicate to parents and neighbors about the school activities. So, how do you get the story across? There are many ways; but, let us look at two.

Personal contacts with groups are effective. Individual contacts are effective and needed but they are inefficient and inadequate in telling the story to the parents, banker, merchant, machinery dealer, feed store salesman, veterinarian, and many others. Per-

sonal appearances on programs by teacher and students before service clubs, PTA, school assemblies, farm organizations, 4-H Club leaders and others makes for effective and efficient use of time. The use of visual aids makes any such presentation far more interesting and vivid with much greater retention.

Mass media must also be used and local newspapers, school papers, rural section of city papers, vo-ag newsletters and FFA news are good examples. Two well established facts to keep in mind are: first, rural people read the local news. Second, people like to see local names in the paper. FFA members, local reporters, or editors can be of much help when given the opportunity. Time spent in informing these people and gaining their cooperation and assistance will more than justify the effort.

A favorable climate for learning should exist in the community if the students are to be given encouragement and support. Lay people will provide moral and material support. Your teaching will receive more favorable consideration. Those in position to assist with the program will more eagerly do so.

In summary, you should have an effective and acceptable vocational program in operation. Next, the public should know that you have an educational program and the many activities that go to make up the total program. The achievements and educational outcomes should be recognized. Then, the public and professional colleagues should be kept informed of what is being done in the program. Make a conscientious effort and plan a regular program to give the public information relative

to the many phases of vocational agriculture. They like to know of human interest stories, successes, achievements and the activities engaged in by students, and young and adult farmers.

The public influences offerings in schools. A large and growing segment of the population in the school districts are nonagricultural. Their knowledge and understanding becomes more essential as time goes by. Let it be said by them that the agricultural program is a real educational program involving many noteworthy projects and achieving much with individuals enrolled.

People like to be identified with and share with a winning team. Let the people know so that they may cooperate and support the winning team. □

**Here is help in selling—**

## Your Vocational Agriculture Program

FRANK E. FLEAGLE, Vo-Ag Instructor,  
Manchester, Iowa

How do you tell PARENTS about the STANDARDS that are needed in vocational agriculture? Do you stress the need for high quality technical knowledge in our present day modern farming methods? Do you compare the standards needed for a farm manager over those for a farm hand; or mention the comparative standards of students who must take general math because they do not have the ability for algebra?

Most vocational agriculture departments are faced with boys who are misdirected into the program. "Misfits" and boys with parents who will not cooperate are serious problems for a successful vocational agriculture program.

My high school agriculture training and my experience as an instructor have proved the merits of the vocational agriculture program to me, but could I assume that parents shared this reverence? Had they read and heard my publicity releases? Did they know of the standards and goals of

the program, and did they understand the purpose of the program?

These reflections prompted me to collect pictures, phrases, cartoons, graphs, and ideas, so that I could use visuals such as the flannel-board, opaque projector, and the slide projector to tell my story. I wanted something which could give me the opportunity to bring the parents, the boy, and myself together for an informal, yet serious discussion of the program our school had to offer.

If a businessman used a presentation book, why couldn't I? I, too, could give a step by step presentation . . . . of my vocational agriculture program.

A sixty page, 20 by 12 inch spiral notebook was assembled for me by a local printer. This flip-page notebook is similar to a stenographer's spiral notebook, but it has plain pages, on a larger scale, and could be used either setting up or lying flat.

I pasted in appropriate pictures, used a black marking pencil for



major lettering, and glued in typewritten insertions for the finer points of each page. This page by page visual and oral presentation book led me through the six parts I wanted each person to remember about the standards and demands that are upheld by the Manchester vocational agriculture department.

The six parts discussed by illustrated detail and brief example are: the purpose and goals of the entire Manchester vocational agriculture program; the educational program for day classes, adults, and young farmers; the Future Farmers of America activity and purposes; the bright future for qualified farm boys; the Smith-Hughes Act, including who could enroll; and the need for complete parental cooperation in the supervised farming program, farm mechanics, and the total program. One page leads to the next so that it is read and followed in logical order. The entire presentation, including an average number of questions asked as you go through

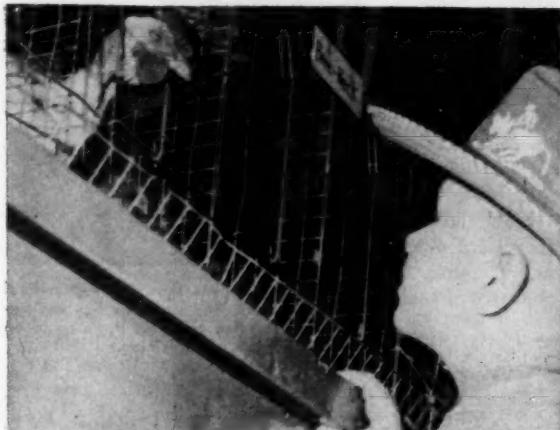
the visual aid, takes about 25 minutes. Questions asked during the delivery will not lead you astray, for as soon as you have satisfactorily answered the question, you may divert attention back to the book.

The visual aid has proved quite

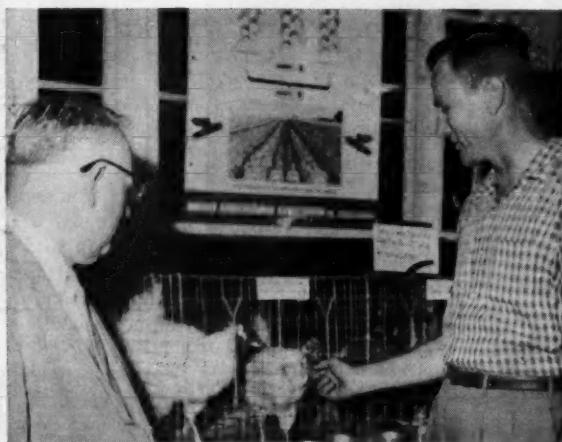
effective. It has proved even more effective as I add pictures of local people to the replacement for each year's shop-worn presentation book.

A mimeographed summary of the information I covered is left with each family, along with a pamphlet entitled "Questions and Answers

About The Vocational Agriculture Program." This pamphlet reviews and correlates the information which I presented to the prospective student and his parents and is supplied by the Iowa State Department of Vocational Education on a cost-share basis. □



"What happened to the feathers on your neck?" asks a young visitor to the Caldwell Science Fair Exhibit.



Superintendent Malvin Hare and Vo-Ag Instructor T. G. Rockett inspect a poultry exhibit used to show hereditary characteristics of feathering.

## Informing the public through

# Agricultural Science Exhibits

T. G. ROCKETT, Vo-Ag Instructor, Caldwell, Texas, and  
JARRELL D. GRAY, Teacher Education, A. and M. College of Texas

How can the vo-ag teacher capitalize on the popular science fever to enhance his teaching and to inform the public about his program?

An "Agricultural Science Exhibit" can be the answer to this problem! Such an exhibit was held recently by the Caldwell, Texas, FFA Chapter and over 600 people attended.

Through an agricultural science exhibit, it can be shown that students in vocational agriculture devote a considerable amount of time to studying science. Most of the instruction is built around some phase of science—the science of animals, plants, parliamentary procedure or human behavior. The instructional program in vo-ag is, then, a laboratory of applied science.

### Planning

Before a science exhibit can be presented, detailed plans need to be made. Perhaps the following suggestions will be of help to teachers and students in planning this exhibit.

One of the first steps is to secure the approval and support of the school administration. This is essential for success of the project. Obtaining this approval is perhaps a responsibility of the vocational agriculture teacher rather than a committee of students.

It is advisable for the school administration to set the date of the exhibit. It will then be entered upon the school calendar, thereby assuring that no conflicting activities will arise.

There may be farm groups in the community that will need to be involved. For example, if there is a young or adult farmer group, they may be asked to assist. If so, their support and approval should be obtained early in the planning stage. In a like manner, there may be leading citizens in the community whose support is desired. They, too, should be consulted early in the planning stages.

Advance publicity is a must! People in the community must be informed as to what the agricultural science exhibit is. In most communities, such

an activity will be a new one, so people will not know what it is. Adequate use of posters, signs, newspapers, radio and television should be made. Students are excellent public relation agents. Through them, their parents and neighbors can be reached.

The teacher and students should start planning for the agricultural science exhibit at the beginning of the school year. Much of the instructional program in vocational agriculture can then be built around it. The exhibit then becomes a motivating device for teaching and learning.

Both school students and adults should be invited to the exhibit. Approximately two hours should be allowed for the elementary and high school students to see the exhibits. A detailed visiting schedule may be worked out by the principal. This will avoid overcrowding.

Two hours is also adequate for the general public. A longer period is tiresome on vocational agriculture students explaining their projects.

An agricultural science exhibit should be a regular part of the FFA program of work. Perhaps it fits best as a responsibility of the leadership committee. It is then their duty to supervise the over-all planning. This leadership committee will also have over-all supervision of various class

committees that are in the different vo-ag classes.

#### Regulations

The leadership committee will need to establish certain bounds within which class committees may operate.



Vo-Ag Teacher, T. G. Rockett, and FFA President Walter Roskey discuss the pasture exhibit. Such educational exhibits represented many areas of interest and many hours of study and preparation by students.

Minor expenses may accrue. If so, they should be paid by the particular committee rather than the chapter or department. If such are paid by the chapter or department, learning is limited. The primary purpose of the exhibit is to bring about a learning situation. Expenses for "frills," such as ribbons and crepe paper, should be discouraged since they do not add materially to the educational value of the exhibit.

Each exhibit should be identified by a sign bearing the names of the committee who arranged it. These signs, however, should be uniform throughout. That is, they must be the same as to size, lettering, color and arrangement.

If uniformity is not stressed, a race may develop between groups as to who can print the largest sign. Such signs detract from the real value of the exhibit, which is educational in nature. Too, students should learn that individual recognition comes through producing good work rather than through producing large identifying signs.

Definite space allocations should be made for each exhibit. In making these, the leadership committee should be guided by the amount of space available, number of exhibits, kind of exhibit, and number of people expected.

There may be a tendency to have too many exhibits. This should be avoided. Much better results will be obtained in audience reaction and in

teaching if quality is stressed rather than quantity.

#### Function of Class Committee

Class committees will be selected on the basis of their areas of interest. Usually three or four boys will comprise a committee and they will select the topic they want to use as a theme for their exhibit. Research is then conducted by each group to learn what they need to know in order to build the exhibit. In such a manner, students are "on their own" to a large extent, coming to the teacher for guidance and advice.

Giving students such responsibility makes for an excellent teaching situation. Students compete with each other to see who can build the best exhibit. In so doing, they learn much about their topic. This, of course, is fulfilling the primary objective of such an activity.



Care and management of farm fish ponds is a complicated science. Care and management practices are explained to a visitor.

#### Suggested Exhibits

Since most vocational agriculture instruction can be divided into classroom and shop instruction, the exhibit may also follow the same general theme so far as displaying them is concerned. That is, the classroom exhibits may be displayed in the classroom and the shop exhibits displayed in the shop.

The following exhibits are described for the purpose of showing the type that may be prepared in the various areas.

#### A. Current Events:

Usually in a community there will be some disease or insect that is prevalent at the time of the science exhibit. If so, one should take advantage of this to prepare an educational display relating to it. For example, an outbreak of rabies in a community sometimes

occurs. An exhibit showing the proper method of packing an animal head for shipment to the state veterinarian is very timely and educational. Other such current happenings may be treated in a similar manner.



FFA members explain the many Agricultural Science Exhibits. And since the boy explaining the exhibit had prepared it, he could do an excellent job of explaining.

#### B. Crops:

1. Grafting and budding.
2. Pasture production, showing samples of grasses and pictures of various practices.
3. Fertilization, illustrating hunger signs of phosphorous, potash, etc.
4. Soil testing.
5. Managing farm fish ponds.
6. Cover crops.
7. Gulley control.
8. Meadow management.
9. Land classes.
10. Brush control.

#### C. Livestock:

1. Brooding chicks.
2. Spraying.
3. Nutrient deficiencies.
4. Veterinary supplies and equipment.
5. Disease control.

#### D. Leadership:

1. Display of model FFA meeting using the FFA paraphernalia.
2. Chapter awards, banners, and trophies.
3. Scrapbook.
4. Recording of the chapter public speaker.

#### E. Farm Mechanics:

1. Welding projects.
2. Woodworking projects.
3. Shop safety.
4. Electrical wiring.
5. Concrete work.
6. Farm motors.
7. Farm sewage systems.
8. Fences and gates.



# A Study of High School Guidance Activities Affecting Vocational Agriculture Students

ARNOLD A. BLUEMKE, Principal, Purdy Junior High School, Marshfield, Wisconsin

Effective guidance programs are becoming increasingly important in modern secondary schools. If vocational agriculture is to continue as a vital program in the training of farm boys, approved counseling practices need to be fully utilized by teachers of agriculture. Application of the guidance concept to the field of vocational agriculture is one of the most promising methods of meeting the challenge of the myriad problems faced by present day teachers. Although most teachers of agriculture do not have formal guidance training, the very nature of their work lends itself to the application of guidance principles. Many men have done some effective work in this field for many years but may not have identified it as formal guidance.

Modern secondary schools often employ people professionally trained in guidance and counseling work. There is a wonderful opportunity for teachers of agriculture to work with these specialists to carry on an improved program tailored to present day needs. Unfortunately, there may be occasional areas of disagreement between guidance and agricultural workers, chiefly due to differences in background and training.

Many teachers of agriculture feel that there is need of more information on guidance as it pertains to the field of vocational agriculture because (1) they have little or no training in this field and (2) guidance directors, other teachers, and administrators have inadequate information in regard to the field of vocational agriculture. In order to determine what guidance activities are being conducted for vocational agriculture students by guidance directors and teachers of vocational agriculture and to make suggestions for the improvement of these activities on the basis of the findings, the author recently made a study in cooperation with the Department of Agricultural and Extension Education, University of Wisconsin.<sup>1</sup> Questionnaires were sent to the 113 vocational agriculture departments in Wisconsin located in schools with a

total enrollment of more than 300 students in grades nine through twelve. Out of ninety questionnaires completed and returned by teachers of agriculture, only the seventy-four replies from schools with professional guidance counselors were analyzed to complete the study.

Following is a summary, together with recommendations and educational implications for the improvement of guidance activities of vocational agricultural students, that has been made on the basis of the conclusions drawn from this study:

1. *The typical vocational agriculture department represented in the author's study lost thirty-two percent of its students between the ninth and twelfth grade due to drop-outs in favor of other subjects.* Efforts need to be made to prevent losses of agriculture students to other courses. These boys should not be "pressured" into remaining in agriculture, but effective counseling is necessary to help the students make wise decisions.

2. *An average of 34.8 farm boys per school were not enrolled in vocational agriculture in the schools studied.* Consequently, a strong pre-high school orientation program is essential to reach farm boys and others interested in agriculture.

3. *About forty percent of the teachers of agriculture felt that the guidance counselors were doing a "good" job in helping farm boys. However, approximately two-thirds of the counselors with a farm background were given a "good" rating.* The teacher of agriculture needs to establish rapport with the guidance counselor. He needs to keep the guidance department fully informed on all phases of vocational agriculture and the problems of farm boys.

4. *Over one-third of the teachers indicated that farm boys received little of the help needed from guid-*

*ance counselors in the selection of courses.* It would seem that guidance counselors and teachers of agriculture should cooperate to the utmost in giving farm boys the help they need in the selection of elective subjects.

5. *Over forty percent of the instructors felt that their departments were a "dumping ground" for low ability students.* Since agricultural occupations require people with a high level of ability, guidance counselors and teachers should carefully consider the needs, interests, and capabilities of the student before advising him to take vocational agriculture.

6. *Thirty percent of the instructors estimated that the college-bound students were discouraged by guidance counselors from taking vocational agriculture.* However, only twenty percent indicated that this situation was prevalent in the case of prospective agricultural college students. Certainly, counselors and other staff members need to be made aware of the fact that it is possible to elect courses in agriculture and still meet college entrance requirements.

7. *Nearly one-fourth of the agriculture teachers did not cooperate with the counselors in their group guidance activities, while another one-third offered only a fair degree of cooperation.* The teacher of agriculture and the guidance counselor need to establish cooperative relationships in order to carry out their respective guidance responsibilities in an effective manner.

8. *Slightly less than half of the instructors felt that they had adequate opportunity to provide information and counsel with prospective enrollees through cooperation of the guidance department.* However, it should be the responsibility of the teacher of agriculture to request a list of prospective students from the guidance department annually. Provisions may need to be made for the teacher to counsel with prospective students at the time of enrollment.

9. *Teachers of agriculture generally set up two criteria for enrollment in*

<sup>1</sup>Arnold A. Bluemke, "A Study of High School Guidance Activities Affecting Vocational Agricultural Students." Seminar Report, M.S. 1960, University of Wisconsin, Madison, Wisconsin.

their departments. "Must have a farming program" was used by eighty-five percent of the instructors, while "must be a farm boy" was used by twenty-four percent. Only eighteen percent used "interest in farming and related occupations" as a criterion for enrollment. Ideally, each boy needs individual counseling in regard to possible enrollment in vocational agriculture. Use of rigid criteria for enrollment should be discouraged.

10. *Thirty-eight percent of the instructors surveyed, "always or almost always" made home visits to prospective students, while thirty percent counseled with the parents.* This would seem to indicate that more visits to the home farms of prospective students are desirable, including counseling with both the parents and the boys.

11. *The average teacher spent four and one-half weeks on a freshman orientation program as a part of classroom work.* It would seem that the orientation of freshman in vocational agriculture could be made more effective for studying the total program of vocational agriculture, the FFA, and agricultural occupations as well as supervised farming programs. □

**Like some other folks—**

## I'm A "Second Guesser"

JOHN A. DODDS, Assistant Professor of Dairy Science,  
Thompson School of Agriculture,  
Durham, New Hampshire

If there's anyone who tees me off, it's these guys that go in for "second guessing," especially sportswriters, politicians, and educators. So that's one thing I just won't do!

But, if those egg heads (I got that from a newspaper I never read anymore) would just try a few things I've got in mind, we'd get out of this mess.

Now that's a fairly typical sounding approach that second guessers use, so I'll let it go as my introduction.

When you stop to think of what has happened to agriculture in the last twenty-five years (it scares me to realize I can think back that far), it's no wonder *they* (pick your favorite goat) made a few mistakes. Or maybe they didn't; maybe they were just building steps that had to be built. You know that just because the top step gets you where you want to go, that doesn't mean you can get along without the others. Anyway, conceding the probability (darn sure thing) that I (we? you want to be included?) couldn't have done any better, I still have this itchy desire to present these profound conclusions based on my "total experience"—in agriculture. Now, if you were to see a map of the United States with New Hampshire and Vermont cut out, the location of my "total experience" would be the missing part. So, with this broad (would be if it wasn't so up and down) area of activity involved, I feel well qualified to tell

those guys (goats—remember?) just what is wrong—now that's a hard word, let's just say "isn't right." Just three things (three was always my favorite number) aren't right:

1. (I'll list them as I make them up) Too long hours. (Everyone always says that's so, so must be it's a good one.)

2. The "Ag" teacher is too specialized. (He's only got forty different things to be responsible for now.)

3. Too many beautiful farm girls that are not being offered an opportunity to help. (Always save my best one till last.)

Now let me explain what I mean by these very profound statements that seem to you to have no meaning.

1. In many cases, vocational agriculture has had too long hours for the principal (he couldn't fit the "darn" thing in the schedule and before he got through he didn't bother to say "darn" any more) and some of this feeling was bound to rub off on the superintendent, the school board, and the other teachers that became involved in scheduling. Even so, I'm not at all sure that too long hours for the principal should be listed ahead of too long hours for the students. These restless young individuals were caused to sit through one hundred and twenty minute periods much too often. In desperation, numerous teachers loaded (60% to 80% of their program) with shop to get the students out of their seats



You don't say!

(and out of their hair). Eventually, ninety minute periods became permissible but these were still too long for many of the situations. And now the teacher—too long? I've already claimed it was the biggest cause of so much (poor?) (farm?) shop. Furthermore, three sets of these long periods in a day and the teacher (especially the young one who hadn't yet begun to drift with the stream) was ready to prefer his nose to the grind stone literally instead of figuratively. Now I know that times have changed (some) and I'm not talking about the present (much). But we've been so slow and still have so many situations that are either impossible or at least improbable in their likelihood of handling these students properly day after day for the length of time designated.

Now number two, "Ag" teacher too specialized. This, off hand, sounds like sarcasm, and I guess there's some involved for it's very sure that the "Ag" teacher is responsible for the detailed knowledge and operation of a program that should involve six men (and six helpers besides that). How many extension specialists are there in your state plus other specialists? Now, how many of the programs that they carry on through extension are outside the fields that the "Ag" teacher is responsible for? Quite a "men" (no such meaning you say) this "Ag" teacher. But part of the intent of this statement was not neg-

ative at all. I want the "Ag" teacher to teach yet another course, and I realize it has been "booed" ever since I've known anything of such a situation. I want the "Ag" teacher to be an excellent teacher of at least one college preparatory subject and group. Physics, biology, and chemistry would by my choices in that order. Some of my reasons listed in brief (if you want more detail, send a three dollar bill and a stamped envelope) are: prestige—with everyone from students to townspeople; contact—automatic and with a different group of students that he'd like a crack at once in awhile; and then—personal satisfaction—that the "Ag" teacher is good enough to teach the top high school science, or he isn't too good to teach a top science course. (Take your choice.) When? Oh, I'd find a time

for it. Of course I think high school agriculture has too long hours, so when I shorten them I'll have some time left over.

The third "wrong" item that I listed concerned the beautiful farm girls. Now this statement is being used as a symbol. I just spoke of beautiful girls to attract your attention (and if they don't, you're either happily married like I am or nuts—of course, maybe you're both—like I am). Anyway, "attract attention" is the key here and I'm sure beautiful girls are a good symbol. I know one beautiful girl (very slightly darn it) who is attracting much favorable attention as a Miss Dairy Princess.

In another case, the only reason I happen to know that a certain group of people held a meeting was because I saw a picture of a "Miss Woodchopper" in the paper. I happen to know

this "Miss" never lifted an axe over her pretty head in her life, but she attracted attention. I used the word "symbol" and I meant just that. There are many up-to-date ways of getting attention for our "product," and it seems to me we could stand considerable use of any of them. (And it's awfully easy for me to sit here and say so.) Words or vocabulary have been one of the problems of this "public relations" problem. We have often persisted with terms that have defeated our purpose of increasing enrollments and selling our programs. It seems like we've stayed with our own conservatism and sold what we would buy rather than consider the appetite of our potential consumers. They're used to products in modern wrappings, so let's wrap ours up with a bit of color and ingenuity. □

## Using the School Farm Effectively

**For Supervised Farm Work Experience**



PHILIP A. HAIGHT, Vo-Ag Instructor, Bristol County Agricultural School,  
Segreganset, Massachusetts

The vocational agricultural program at the Bristol County Agricultural High School, located in the township of Dighton in Southeastern Massachusetts, is one of very few schools on the high school level in the United States to utilize its own school farm as a practical farm laboratory to introduce students to various farm practices and to develop their skills in farm operations.

Our farm, consisting of approximately 235 acres, is maintained primarily as an instructional laboratory. The students receive the opportunity to participate in all the seasonal operations. The farm operations are divided into departments. Each division is supervised and managed by an assigned member of the faculty.

Seven divisions in all make up the farm operation.

(1) The Poultry Division consists of approximately 1500 laying hens. These divide into about 150 Single Comb White Leghorns, 500 Single Comb Barred Plymouths Rocks and the balance in Single Comb Rhode Island Reds. The Rhode Island Reds

are all pedigreed birds, using a closed flock system. A flock of 150 to 200 turkeys are raised each year. Artificial insemination is used exclusively on the turkeys to produce 200 pouls for the following year's flock.

(2) The Farm Crops Division of the Bristol County Agricultural High School is operated to provide a source of roughage for the Animal Husbandry Division. The roughage consists of pasture, hay, and both grass and corn silage. The operation covers approximately 75 acres on which are produced 75 tons of grass silage, 150 tons of corn silage and 75 tons of hay, as well as needed pasture.

(3) The Market Garden and Orcharding Division consists of about 11 acres with eight acres planted to potatoes, corn and a variety of other vegetables grown commercially in the area. An apple orchard, mainly McIntosh, makes up the remaining acreage.

(4) The Animal Husbandry Division with 25 dairy cows, replacement heifers, Hereford beef stock, Shrop-

shire sheep, and Yorkshire brood sows provides practical application of educational principles in breeding, feeding, housing, and care of farm animals. The dairy herd of three breeds of cattle, Holstein-Friesians, Guernseys and Jerseys, is above average in milk and butterfat production.

(5) Under 5000 square feet of glass is the Floriculture and Greenhouse Division. Here the large variety of florist crops are grown to provide the necessary skills and practices in this expanding field of horticulture.

(6) Another division steadily advancing in importance in this area is the Landscaping and Home Grounds Department. Here the practices of home ground layout, beautification, ornamental planting and maintenance are learned. With a growing population, large housing developments and ever expanding industry, much activity is taking place in this field.

Last, but not least, is the Farm Shop Division, a segment of our program in which our vo-ag students show a decided interest. The care

and repair of farm machinery and equipment, and the repair and construction of farm buildings, are never ending jobs in which the skills associated with good practice are invaluable. Our new and modern farm shop has 3200 square feet of floor space occupied by the farm machinery section and 2400 square feet utilized by the farm carpentry department.

I felt it quite necessary to mention the scope of our farm operations so you could more readily see that each boy receives a well-rounded, effective supervised farm work experience during his four years in attendance at the school.

Many exponents of the "school farm" believe that it provides a more desirable motivating force for the learner. Each student definitely is able to participate in many practices which he might otherwise be unable

to attain on summer placement, especially here in the Northeast where specialized farming is carried on.

Without the skills obtained on the school farm during the seven-months in-school session, many of the younger students would find it difficult to secure summer placement because of a lack of knowledge and training in essential farm operations. We give the student his first experience in many farm practices.

Some approved farm practices can only be obtained after regular school hours. For those students who have not acquired and cannot acquire the skills associated with these practices during the regular school day or on summer placement, a special schedule is setup whereby they can stay at our school dormitory and participate in such practices.

A number of boys complete their

summer placement on the school farm. These boys not only develop skills but put those skills to work under the guidance of the instructors. It also gives them the opportunity to work the plan which each head of a division works out with his classes during the regular in-school sessions.

Some students may progress into occupations related to agriculture. In these fields a basic background and experience is wanted. Our vo-ag students secure this basic experience through the school farm program of work.

The basic concept of vocational education, "Learning while doing," is ideally accomplished on the school farm as it provides a laboratory for teaching the relation between theory and practice.

What better way can a young boy gain wisdom, knowledge and experience in his chosen field. □

## A New Approach to Summer Programs in Vocational Agriculture

EARL E. JULSON, Teacher Education, Colorado State University



The primary purpose of employing vocational agriculture teachers for a twelve-months period is to provide supervision of boys' farming programs during the summer period.

Each boy's supervised farming program provides the best practical vehicle or opportunity for carrying learning to the application stage if the opportunities are properly utilized. How then should proper utilization be made of these inherently effective learning experiences?

First, a drastic change in our planning is necessary. We must recognize the on-farm instruction as an integral part of our overall program, include specific jobs to teach and objectives to accomplish in our course of study, and plan as seasonally as possible the best time during the summer to work with boys individually, or in small groups on the necessary jobs. In doing this planning, the following factors should be considered:

1. What jobs taught in class in which levels of practice on the farms of the area need improvement

ing will be done during the summer?

2. What other new approved practices need to be taught and applied during this period?
3. What other specific skills and abilities should be taught or checked for proper application during the summer months?
4. What new or continuing concepts of effective farm management practices, efficiency factors, more effective use of labor, machinery, etc. can be more effectively taught, demonstrated, and applied during on-farm instruction visits during the summer months?

Admittedly, we will have scheduling problems in connection with farm boys being available, but through working cooperatively with the boys and their parents these difficulties can usually be resolved satisfactorily if times available, including evenings, are considered. An example of what can be done on a similar basis was noted in Wisconsin where "twilight"

meetings on pasture improvement were held for farmers. At first it was feared that very few would attend, but attendance was very high considering that it was the busy season of the year. It is logical to assume that if Dads can attend such meetings, their sons likewise could attend or participate as individuals or members of groups.

This leads to consideration of how much time vocational agriculture teachers ought to utilize for on-farm instruction and supervision of farming programs. In a recent survey of 377 teachers in eight western states, about 18% of the time of vocational agriculture teachers was utilized for supervisory visits. On the basis of an average of 50.7 hours per week, this would be less than 10 hours per week or less than one day in five. It would appear that a function as important as on-farm instruction and supervision of activities directly related to the development of proficiency in farming, our major aim in vocational agriculture, would merit more of the

time of our teachers in order to do justice to this vital phase of our work. Even if we utilized up to one-fourth of the time for on-farm instruction and supervision of farming programs, assuming an average of 36 students per department, this would allow only a total of 51 hours for this work in a month, or about 1.4 hours per boy, per month, which certainly is less than really is needed to make even a casual visit to a farm boy and observe his progress or lack of progress with his supervised farming program.

In summary, looking at this problem analytically, if we are to make real progress toward our stated aim in vocational agriculture, it appears that we need to give more serious consideration to the following:

1. Recognize the need for integration and inclusion in the course of study and overall planning for this vital phase of our program.
2. Set up lesson plans, objectives and jobs specific to the summer period, allowing a reasonable

amount of time for individual and group teaching on a seasonal arrangement.

3. Continuing provision for demonstrations and application of jobs taught and of new approved practices pertinent to the agriculture of the community.

If we conscientiously pursue these approaches, I believe we will achieve appreciably greater progress than we have in the past toward developing proficiency in farming among our vocational agriculture students. □

## The Role of the Vocational Agricultural Teacher in Policy Making

WENROY C. SMITH, Vo-Ag Instructor,  
Elders Ridge, Saltsburg, Pa.

The role of the vocational agricultural teacher in policy making is probably one of the most significant in the field of agricultural education at the present time. The reason is that the local teacher is right in the middle of the situation for which vocational agriculture was established in the first place, which is the teaching of high school boys, young men and adults to prepare them for proficiency in farming as well as in the many other agricultural occupations of the present day.

Many articles have been written which can be classified as suggested policy, however, only a few so directly titled deal with policy making and who should determine it.

In the July, 1958, issue of *The Agricultural Education Magazine*, Bonard S. Wilson, U. S. of America Mission to the Philippines, writes, "State and local boards of education do and should make policy for their own respective programs within the framework of national policy. In some cases, the professional worker plays more than an advisory role in policy making. He writes the policy and 'sells' it to the board. This, in my way of thinking, needs correcting as

much as does the making of policy without a lay board."

Mr. Bonard's article recommends a lay board for determining policy for vocational education on a national basis and therefore expresses the opinions as quoted.

In the same issue of *The Agricultural Education Magazine*, Leo L. Knuti, Teacher Education, Montana State College, writes, "What Do Studies Show? (about) Administration and Policy Making." Under this title, he reports on a review of the *Summaries of Studies in Agricultural Education* and bulletins on state policies for administration of programs in vocational agriculture. To quote excerpts, "the state policy bulletin is an interpretation of the program to local boards of education. A further trend is the development of local policy statements by local boards of education."

Mr. Knuti refers to Mr. Sasman, Wisconsin, "they have been proceeding on the assumption that henceforth responsibility for the main-



Policy in the making—Standing: M. Gross (left), U. S. Steel Advertising Consultant, confers with Wenroy Smith at Summer Conference dinner. Seated: J. A. Condo (left), President, PVATA, and V. A. Martin, Asst. State Supervisor, retired.

tenance of standards in vocational education in agriculture is going to rest almost completely in the states and local communities"; also, "Mr. H. M. Hamlin, Illinois, in his handbook, *Citizenship Participation in Local Policy Making for Public Education*, refers to the use of citizens' committees in determining local policy; and, Ralph E. Bartholomew, Pennsylvania, developed an excellent outline for a local policy statement for Pennsylvania schools."

With this brief overview of attitudes towards policy in other areas which tend to point more and more in the direction of local activity, we can now come to the place of the local teacher. There is no question that an effective teacher using good organization in the distribution of his time, together with a pleasing personality and good common sense, is the mainstay of a good and sound

program of vocational agriculture.

Naturally, the place of the teacher trainer is extremely important in producing this type of teacher, and the local, area, and state supervisors are very essential in directing this good teacher within the state. The supervisors in the U. S. Office of Education play an important part in co-ordinating the total program and in making recommendations, yet the end result is of the final concern, and that is the teacher who will do a good job in making the best of the pupils who are his responsibility in his own community.

The teacher plays an important role in policy making since his policy is formulated according to his day by

day experiences in working with his pupils and the people of his patronage area.

His thinking will also be influenced by the time spent in professional improvement which may come through work with local agencies, work with representatives of the teacher training department, associations with others in his field, and activities in professional organizations. His general philosophy in regards to agriculture, community living, family life, religion, morals and living standards play a very direct part in the making of policy.

What then is the role of the local teacher? To formulate and summarize his planning and thinking, sometimes

in combination with a local advisory group, then to apply what is appropriate on a local basis and to submit to his supervisors and teacher trainers such ideas and policy as he feels should be incorporated in their programs. He may also report his ideas, results and activities through the medium of professional activities.

In quite a number of states, the supervisors and teacher trainers consult regularly with representatives of local teachers on this very matter. I sincerely believe that continued and increased practices of this nature will contribute considerably towards the improvement and the timeliness of the total program of vocational agriculture. □

### Have You Wondered—

## Why Policy Statements?

RALPH E. BARTHOLOMEW, Vo-Ag Instructor, Oxford Area High School, Oxford, Pennsylvania



The formation of union and joint school districts throughout the nation has increased the need for the development of policies which will help the total educational program to serve more fully the citizens in the larger school service areas.

The broadened demands of a comprehensive program of vocational agriculture in a growing school service area with an enlarging student enrollment of both in-school and out-of-school youth and adults have emphasized the need for the development and revision of policies in the department for vocational agriculture. The hiring of a second vocational agriculture teacher requires that new policies be made so that each teacher's duties and responsibilities are so clearly defined as to limit misunderstandings.

A policy statement usually is formulated by the vocational agriculture teacher, or teachers in case of multi-teacher departments, with the aid of a consulting committee, the school administrators and others who are affected by the policies adopted. The statement of policy is then submitted by the school administrators to the board of education for approval or revision.

It is recommended to proceed from general school policies to policies for agricultural education. If general school policies have not been adequately developed, a start could be made by developing policies for agricultural education alone.

There are many advantages derived from the long-time planning effects of the standards set forth in a statement of policies, some of which are:

1. When the policies are spelled out clearly in writing, misunderstandings are avoided and greater cooperation is obtained from the total community.
2. There will be continuity in the goals of the program.
3. Evaluation of the department accomplishments is more objective.
4. The energy of the teaching staff can be concentrated on the important things that must be done, and unimportant things may be avoided.
5. The duties and responsibilities of the staff are defined and better results can be achieved.
6. Activities making demands upon the teacher's time are studied and weighed on the basis of their advantages to the community as a whole.

7. The department is run on a more business-like basis.

8. It is easier for a new teacher to become established.

9. Defending the agricultural program is no longer required of the teacher since it is a community program.

A policy statement should answer officially such questions as:

1. What is vocational education in agriculture?
2. What groups in a community does the department of vocational agriculture serve?
3. What geographic territory does the department of vocational agriculture serve?
4. What kinds of educational services in agriculture will be provided?
5. What are the relationships of vocational agriculture to the total school and to other agricultural educational agencies outside the school?
6. How will a program for the department of vocational agriculture be planned, who will participate in the planning, and how often will it be revised?
7. How will the various parts of a program of vocational agriculture be financed?
8. How will consulting or advisory groups be organized and used in the management of the department of vocational agriculture?

Policies should be established for the all-day, young and adult farmer programs regarding the following:

1. Guidance, recruitment and selection of students.

2. Development of farming programs and teaching of classes.
3. School sponsored organizations.
4. Follow-up placement, and individual instruction.
5. Publicity and public relations.
6. Tours and field trips.
7. Visual aids, instructional materials and facilities.
8. Records, reports, and administration of the department.
9. School, community, and professional duties.
10. Fairs and contests.
11. Summer program.
12. Calendar of activities.

I would recommend that policies

to be developed for the program of vocational agriculture as a whole include administration, public relations and instruction. These three areas must be considered as a basis for a sound program of vocational agriculture.

In the development of policy statements, the future must be considered as well as day-to-day problems. Young and adult farmer programs should receive considerable emphasis and planning.

All those who are affected by the policies should participate in some way in their preparation. These will probably be the administrators, per-

sons enrolled in vocational agriculture courses at all levels, parents and other teachers. The area supervisors as well as the chief school administrators should be consulted and informed of policies. When the objectives of the program are known by the board of education, the school administration and the area supervisor, a better program will result.

Policy statements when developed should be in the hands of the board of education, the school administrators, the area supervisor, the vocational agriculture teacher or teachers, the advisory committee and other persons affected by the policies. □



## Teaching Farm Management

### In High School Classes of Vocational Agriculture

GEORGE L. LUSTER, Teacher Education,  
U. of Kentucky

Teaching farm management as such is usually more difficult than teaching the production practices. This is especially true with high school boys.

There are several reasons why teaching farm management as such is difficult with high school boys. Farm management deals with concepts and decision-making which require a higher level of thinking than do most production practices. It deals with intangibles—principles. (A principle, of course, is an abstraction.) A second reason may be that boys have difficulty in seeing an immediate return in dollars resulting from time devoted to farm management study. While it is true that profits can, and will, increase with good management, this may be difficult for boys to see clearly. Perhaps the most important reason that farm management is difficult to deal with is the way it is often taught. We in vocational agriculture say that we base our high school course of study on the farming problems of boys. Yet, in farm management we may attempt to create problems which seem so remote to high school boys as not to arouse their interest. We further make it difficult, in many cases, because we use artificial or unrealistic farm situations. We study an imaginary

case farm, or we analyze an actual farm situation which is of little or no concern to the boys.

The following approach to teaching farm management has two things in its favor: it is simple when compared with analyzing and evaluating a total farm business, and it is practical to high school boys since *their* records are used to help develop principles of farm management. These principles are abstracted from the facts revealed by their records.

In Kentucky, we feel that farm management as such at the high school level can best be handled through the use of two teaching units. The first unit is to enable boys to identify the important factors in farm management and to see that these factors *do* affect farm earnings. The second unit considers how the factors, identified in the first unit, may be improved when they seem to limit the returns from the farming program or from the home-farm business.

In the first unit, "Evaluating Selected Factors that Affect Success in Farming," summaries of the facts from the farming programs of boys are tabulated and compared in such a way as to show that certain farm management factors apparently affect the returns that boys receive from

their farming programs. For example, the farming program records can show that boys with high crop yields generally have higher labor earnings (per hour and total) than do boys with low crop yields. Likewise, their records can show that boys with larger corn projects usually use fewer tractor hours per acre (or per bushel) in producing corn than do boys with smaller projects. Thus the boys' records reveal that two farm management factors—high crop yields and using labor efficiently—affect farm earnings. These concepts should have more meaning when they are based upon the boys' records than when based on other records.

Teachers may use data from agricultural research to support the records of boys, and to show that farm management factors influence earnings of a total farm business in a similar way as with the farming programs of boys. The concepts of farm management will be more meaningful and practical when the records of high school boys are used first. (They start where the boys are.)

The farming program records of boys may be used to show that the following factors in farm management seem to affect farm earnings:

1. Size of the farming operation
2. Crop yields and livestock production
3. Balance
4. Efficiency in using labor
5. Control of expenses
6. Rental or trade agreements
7. The use of improved practices
8. Time of performing critical jobs  
(Other factors may be added.)

Printed materials should be used

to supplement the conclusions reached through studying the records of boys.

The second unit is to help boys correct or improve the farm management factors which they feel are weak in their farming programs (or home-farm businesses). As the management factors are identified in the first unit, boys will naturally be evaluating their programs in regard to each factor. This evaluation, as the first unit is dealt with, will help motivate the boys to correct or improve the factors when dealing with the second unit.

For example, when dealing with the first unit, a boy may realize that his farming program (or the home-farm business) is too small to be efficient in producing farm products. If this boy sees no possibility of increasing the size of business after dealing with improving this factor in the second farm management unit, perhaps he should look for opportunities in a vocation other than farming. Such a revelation could be of real service to a boy. If, however, he sees the possibilities of increasing the size of his farm operation by

securing higher crop yields, increasing livestock production, specialization, renting land, or buying land, this learning will be of real service to him.

This approach to teaching farm management with high school boys may stimulate better teaching and thus result in greater benefits to the boys and more satisfaction to the teacher. In order for this approach to succeed, good farming program records *must* be kept by the boys, and they must be tabulated to show the facts needed to handle the farm management factors that are selected.

Every good teacher of agriculture realizes the importance of decision making and planning in modern farming. Almost everyone feels that high school boys need to develop some abilities in farm management. The big problem is how best to do the teaching.

The teaching of farm management, as such, should probably be near the end of the boys' high school work. Farm management is a unifying subject; it makes use of much that has been learned in vocational agriculture. For boys in the upper years, much

management has already been taught in vocational agriculture in connection with farming programs (selecting, planning, and evaluating) and the farm enterprises. Production practices can never be isolated from all management when good teaching takes place. It seems desirable to coordinate the earlier teaching of farm management in vocational agriculture and recognize it by dealing with farm management as such before the boys graduate from high school.

Analyzing the *total farm business* may be an effective way to handle farm management with adults and young farmers. They can move fences, arrange farmsteads, plan and use labor-saving setups, and the like in their farm operations. But the high school boy generally has no opportunity to carry out decisions affecting these farm operations—he does not generally own a farm and probably has little to do with making major farm decisions. For this reason, this simpler, and perhaps more practical, approach to farm management teaching seems best for the high school boy. □

## "Pearls of Great Price"

MARK NICHOLS, State Director of Vocational Education  
Salt Lake City, Utah



One of the most enlightening addresses ever made on the niche of vocational agriculture in its relationship to our economy and the part it will play in the future was that given by Carroll P. Streeter, Editor of the *Farm Journal*, which he delivered before the State Supervisors of Agricultural Education at their annual breakfast at the 1960 Los Angeles American Vocational Association convention. An extremely interesting feature of Mr. Streeter's illuminating dissertation was that concerned with the replies of sixty-two young men who were students of vocational agriculture ten years ago and who were recently surveyed by the *Farm Journal*. They represented about a dozen rural high schools from various parts of the

country. Nine of this group are now full-time farmers and three are farming part-time. Ten are engaged in some kind of agribusiness while 36 are in occupations not directly related to agriculture. The remaining four were not classified. Of this group of 62, all but three were glad they had taken project work and all but eight were glad they had been registered in vocational agriculture while in high school. A total of 36 would recommend vocational agriculture be taken by boys who would seem to have little chance of becoming farmers.

It is likely that similar surveys conducted by others would bring similar results. Surveys involving great numbers of former students of vocational agriculture show that relatively few

are now engaged in farming either on a full or part-time basis. Another group are engaged in agribusiness. A third segment are employed in agriculture at the professional level. But the fourth and largest group are working on jobs having no direct relationship with agriculture. This latter group will probably increase percentagewise with the years and will undoubtedly always include a majority of these former students.

Does this mean then that vocational agriculture has no future? Not so in my opinion! Far from it! Nor do I share the opinion of many that radical changes must take place in our programs of vocational agriculture with Future Farmers. The framework of our present high school program of vocational agriculture is sound and its further development and improvement may logically be made within the guidelines of its pattern. We are engaged in a field of secondary education which is making tremendous impacts on the lives of rural youth; yet, as a group, those of us who work professionally in vocational agriculture have looked too long through the knothole in the fence at the re-

sults of our efforts. The 1960's will demand that we climb to the top of the fence and take a broad look at these results. And much more than this—that we let the world know about them in their proper perspective. The day is past when we can proclaim to the world that the only objective in vocational agriculture is to train present and future farmers for proficiency in farming when the results of our efforts with day programs do not entirely square-up with this ideology. Our outcomes more than meet this objective, important though it is. Isn't it time for us to admit that we have the best educational program for rural boys and let the world know why? Surely it is time that we imbibe in the philosophy so aptly stated by the poet Robert Burns when he said:

"Oh would some power the giftie  
gie us  
To see ourselves as others see us!  
It would frae many a blunder  
free us,  
And foolish notion."

Too long we have held onto the idealism of the Ralph Waldo Emerson mousetrap story which he proclaimed nearly a century ago. The world in the 1960's will not beat a path to our door to see our mousetrap unless we first tell the world about it, declare to the world that it is good and give the reasons why.

Yes, too long we have been contented to let the world slowly beat a path to our door and observe that our mousetrap (Future Farmer Program) is a good one for vocational agriculture boys who are entering into farming as a vocation. The boys who get into agribusiness say it is good! The boys who enter into agricultural professions also say it is good! The boys who enter into occupations not related to farming (and these are the majority) likewise say it is good! These are among the others "who see us" as we really are.

All of these groups see us for what we are in terms of what we did for them and the majority of them proclaim our performance to be good. It is good first of all because vocational agriculture instruction, if properly done, is based on the sound four-step instructional procedures proclaimed by Charles "Skipper" Allen in 1924:

1. Prepare the learner.
2. Teach the job, the activity, the skill or impart the understanding.

3. Learner performance under a practical situation.
4. Evaluation and supervision of the performance.

While all of the steps in the instructional process are important, it is the third one that usually rings the bell in the memory of former students. This is the one that 59 of the 62 boys in Mr. Streeter's survey proclaimed with appreciation. It involved the boys' farming programs with learning to do by doing. It left its imprints for good upon the "person" in the boy. The calves, the pigs and the wheat in the projects come and go but the "person" in the boy goes on through the lifetime. The "person" is the carrier of the habits, the attitudes, the ideals and the interests for good or for bad; for better or for worse. These personal attributes are really "Pearls of Great Price" which vocational agricultural instructors help to develop and which we as professional workers have not yet told the world about. These involve one facet of our mousetrap story that is perhaps most important of all.

For some reason we have not fully recognized these "Pearls of Great Price" as an integral part of vocational agriculture and that learning to do by doing develops them. They certainly are not acquired in a vacuum or vicariously. With us, skills and managerial understandings regarding farming operations seem to have been paramount. This is natural because they are the direct contributions, more easily objectified and definable. The concomitant learnings are less tangible; yet they are just as important to vocational success.

For instance, the personal attributes of high dependability and punctuality developed in the life of the boy through a beef feeding project are fully as important to its success as are the skills acquired in dehorning, castrating and fitting for show, or the understandings about the proper ingredients in a ration.

These personal attributes become a part of the warp and woof of the total personality and find application in vocational situations of every description in which boys become engaged later in life. The skills and specific managerial understandings are more or less transitory and may or may not fit into subsequent vocational situations.

The moral fibre of American life is on test today in the cold war struggle to keep the good in our private enterprise, competitive economy which

has made our country economically great. Fraternizing with the forces of nature out there close to soil on the farm does something to farm youth which enhances moral stature. In this connection let us not forget that American farmers send nearly two million farm youth to the cities every ten years. They serve as leaven in the loaf of our urban society. Many of them are former vocational agriculture students who take with them these "Pearls of Great Price" acquired in the 10,000 Future Farmer and New Farmer programs throughout America. "Pearls of Great Price" in thrift, courage, dependability, creativeness, loyalty, punctuality, honesty, friendliness, cooperation and the many other personal characteristics that are typified in men of honor and integrity and which are so essential to good citizenship. Let us not forget, too, that these attributes are also vocationally essential to success in farming as well as in all other occupations!

Former students of vocational agriculture look back on their supervised farming experiences as precious in these regards. Employers also value them greatly. The following statements will illustrate:

A high executive with one of the country's largest meat packers:

"Vocational agriculture courses have certain 'built in' vocational features that make this curriculum especially valuable for farm as well as non-farm youth. Students of vocational agriculture are trained in mental discipline, develop a love for work, acquire a spirit for the creative and are 'self starters.'"

A vice president of an industrial equipment manufacturing establishment:

"We like to hire vocational agriculture students with their farming experience from rural high schools. They have not been specifically trained in the skills which we would like them to have, but they know how to work, are cooperative with their supervisors and are willing to learn. With these attributes we observe that they progress rapidly and soon acquire the abilities necessary for efficient beginning workers with our company."

A former president of the National Organization of FFA with a Ph.D. degree in animal husbandry now employed with a large commercial processing and distribution company:

"My first love was always centered

around the farm. With this interest in farming and related agriculture, the four years I spent in vocational agriculture at the \_\_\_\_\_ high school were most profitable to me. Not only was I taught the fundamentals of good farming, but I was shown that job opportunities existed in related fields of agriculture. Furthermore, I acquired an appreciation of some of those qualities of leadership and work which aid men to succeed in any occupation. For such help I shall be eternally grateful to my vocational agriculture teacher."

A former chapter secretary, Rhodes Scholar, Ph.D., outstanding scientist and currently a university executive:

"As I look back on my total school experience, my three years of vocational agriculture stand out as a bright spot. It was here that I got an idea of what research is doing for mankind. Vocational agriculture project work sharpened my curiosity for delving into the unknowns which have become a central part of my thinking down through the years. This experience really shaped

the whole course of my life since leaving high school."

A former national officer of FFA and now a leading attorney in a big city:

"My farming programs in vocational agriculture did something for me which have since been of tremendous worth in my legal work. They taught me to value time and that you have to work for what you get. These teachings developed in me some habits of thrift that come in handy nearly every day in my profession as a lawyer."

A prosperous livestock rancher and former State Farmer:

"As I look back on my vocational agriculture experiences in high school, the highlight of this effort was my sheep projects. I started out with five ewes and, as you see, I now have quite a spread. My project work gave me a confidence in my own abilities and a faith that somehow or other I could succeed in ranching if I put my heart and soul into it and would not be afraid to work. Whatever success I have had has largely been predicated on these ideas."

Numerous other statements of former students and observing patrons of vocational agriculture could be cited. Most of them fall into the category of the concomitants having to do with character development of the "person" in the individual. These then are the "Pearls of Great Price" which make for success in farming, agribusiness, professional agriculture or in the myriads of occupations unrelated to agriculture. Vocational agriculture with its "learning to do by doing" on-farm programs and chapter activities is developing such pearls in the lives of hundreds of thousands of Future Farmers and New Farmers today. These are the pearls which the supporting public seems to appreciate most in vocational agricultural education, and I venture the guess that the public will continue to support the program primarily because of this contribution. These are the pearls which former students also seem to prize very greatly in their vocational agriculture experiences.

May we as adult leaders in agricultural education be realistically aware that we are engaged in an educational program which is contributing "Pearls of Great Price" to the welfare of rural youth in America! □

## The Role of the High School in Agricultural Education

R. J. DELORIT, Dean, School of Agriculture,  
Wisconsin State College, River Falls



Agricultural education has been an important part of the secondary school curriculum for more than a half century. Prior to the Smith-Hughes Act of 1917, most states had already started to provide for training in agriculture through the establishment of agriculture departments in the high schools or through state, congressional district, judicial district, and county agricultural schools. The federal aid provided by the Smith-Hughes Act equalized the burden among states, provided better and more uniform standards, and in general gave added impetus to the establishment of vocational agriculture departments in the high schools.

In recent years, certain groups have advocated with increasing frequency that we drop vocational agriculture from the high school curriculum. Some of the reasons usually given by these groups for this proposed action are:

- (1) The number of farmers is steadily decreasing and thus the need for agricultural education is decreasing.
- (2) Less than one-half of the students receiving vocational agriculture training actually go into farming.
- (3) The number of students enrolled is small compared to other areas and the pressure of increased enrollments neces-

sitates a more efficient use of space and reduced costs.

- (4) High school students are not ready for vocational training.

The educational accomplishments of the vocational agriculture program are a matter of record. The paramount question, however, is whether changes in the productive, service, and distributive areas of agriculture have reduced the need for agricultural education in the secondary schools. While it is true that the number of farmers is continually decreasing, it is also true that the importance of agriculture is not diminishing. The reduction in the number of farmers has resulted in an increase in the size of farms and

the investment per worker in agriculture is now greater than the investment per worker in any other industry. Moreover, agriculture has become a highly scientific and technical field in the past fifteen years. Thus, there is a greater need for intensive education in agriculture than in any other period in our history. Certainly, the young man who fails in farming today will find it extremely difficult to regain financial independence during his lifetime.

Although there is a regional variation, the percentage of vocational agriculture students entering farming is less than fifty percent. When compared to other areas of training at the high school level, this is an excellent record of placement. In fact, this is even a commendable record when compared to the placement in certain areas of college training. Moreover, no credit is given to the number of students who enter allied agricultural occupations or college to pursue their studies in this field. Unfortunately, colleges and universities have frequently discouraged vocational agriculture for students who wish to major in the agricultural sciences. Much can be written pro and con with regard to this phase, but it probably has been primarily responsible for the fact that vocational agriculture has never gained "social academic status."

Individuals who propose dropping agriculture from the high school curriculum erroneously conclude that vocational agriculture training is wasted when students do not enter farming. Judging from the reactions of individuals who have received vocational agriculture training, it appears quite certain that it contributes in a large

degree to the total general education of the student. Unfortunately, further studies are needed in this area. In other fields of study such as science and mathematics, we are concerned with those students who need but have not completed courses in these areas. Instead of being so deeply concerned with those vocational agriculture students who do not enter farming, should we not be more concerned with the approximate fifty percent who enter farming and do not have vocational agriculture training?

Agriculture is a special field and as such it is not conceivable that enrollments in these courses will be as large as in general courses. If it is to be vocational in nature, additional time must be spent with individual students, particularly in view of the fact that its main laboratory is outside of the school. Although present enrollments in vocational agriculture will not yield sufficient replacements to run the farms of tomorrow, few people are concerned. With an abundance of food and fiber, it is not probable that an increasing number of students will be counseled into the agricultural sciences in the immediate future.

The optimum stage in the educational program at which vocational agriculture should be started is a point for long argument. Few individuals would contest the fact that the training cannot be completed during an individual's secondary education. In a field which is changing as rapidly as the agricultural sciences, the educational program must be continuous regardless of the time at which it is started. The effectiveness of all the various agricultural education programs is attested to by the tremendous productivity of American agriculture.

It is commonly recognized by many, and conceded by Soviet leaders, that in spite of special effort the efficiency and productivity of Russian agriculture lags far behind that of American. Khrushchev recently pointed out that when Russia closes the gap in agriculture, it will have struck a blow to the capitalistic system. Many people recognize that only 12 percent of the American population produces enough food for the nation while 47 percent of the Russian population is required to accomplish the same feat. Few people recognize, however, that America's highly efficient agricultural system has released the necessary manpower to develop the tremendous industrial forces of this country.

American agriculture faces a number of serious but not insurmountable problems in the future. It needs an informed, intelligent leadership. The success that will be achieved in developing this leadership will depend largely upon the quality of young people counseled into the field and the educational opportunities therein. It is probable that the increased specialization and the complexities of agriculture will encourage and even necessitate larger numbers of young people to complete college before entering farming and other areas of agriculture.

There is no longer room in agriculture for the uneducated and untrained and the secondary schools have a responsibility to provide an important part of this training. Whether vocational agriculture will continue to play an important role in the future total agricultural program will depend largely upon whether its program is flexible enough to meet the changing educational needs of individuals. □

## Training Livestock and Meats Judging Teams

JAMES PEDDICORD, Vo-Ag Instructor, Gardnerville, Nevada

Many articles have been written pro and con about the state FFA contests. I believe they are the best incentive to get and hold the enthusiasm of our vo-ag students. To many boys, the FFA would be just another organization if it weren't for the opportunities made available by state

contests. I could cite numerous examples of boys who seemed to have found themselves after having competed and done well in such contests. Other activities and school work, in particular, took on new meanings noticeable to parents and other teachers.

With these thoughts in mind, I

believe every agriculture teacher has a responsibility to his students to give them the best training which he is capable of giving.

All of our contests should be an outgrowth of our class work and should test our teaching efficiency.

Since our chapter has been very

successful in livestock contests, I feel it appropriate to give the new teachers a few pointers as well as a schedule for teaching livestock and meats.

Of the 21 boys in the Carson Valley FFA Chapter this year, 9 have either been, or are going this fall, to Kansas City or Waterloo on national judging teams.

#### Suggestions for Teaching Meat and Livestock:

1. Even in small departments, get as many boys on teams as possible. The slower boys many times will surprise you with how well they can do. We are tempted to load the good ones with too many contests. Some of my students with grades of C's and D's have worked harder and gotten more out of class and FFA than the better ones, once they realize they have just as good a chance to make a team.
2. Try not to repeat boys on the same team. They should be taught to learn skills in all of the contests. If you have your course of study set up by classes, with each class studying a separate contest, they won't get a chance to compete for the same team twice. The possible exception might be farm mechanics, but not necessarily. I find it much harder to motivate students and myself when it is review work from the year before.
3. Do a lot of extra hard work. I find it difficult to find the right kind of livestock to judge. One must contact the rancher and go out the day before or ahead of class and pick out placeable classes. Experience in knowing what to look for and getting it in a class is important. It doesn't take a large number of classes to get your points across if you pick out good classes.
4. Write each rancher a letter thanking him for his time and

animals. It seems to please him more than personal thanks. Invite him to your banquet. You'll be more than welcome next year. Try not to bother each rancher more than once a year if you have other facilities.

5. Use resource people whenever possible—meat cutters, county agents, 4-H and FFA show judges, federal meat graders, or anyone who might help. I have found 100% cooperation—all you have to do is ask and then let them know how much you appreciate it.
6. Have all the members of the class give reasons if there aren't too many. The better students learn a lot listening to the poor reasons once you have instructed them in giving reasons. Come back to the classroom to give reasons or wait until the next day. Teach them to see the animals in their mind to describe them. My remembering from year to year what the judges at the state contest look for, and listening to their reasons, really helps in teaching.
7. Have boys in contests write down pointers and particulars after they get home. File the papers and look them over when you start next year's work.
8. Select the team several days ahead of the contest and encourage them to do extra work outside of school. Work with the team on Saturdays or at night if possible.
9. Use opaque projector to show livestock classes on the screen. Use other visual aids.

I will give you, as nearly as possible, my 1959-60 Course of Study for my Agr. II class assigned to the meat and livestock contest. I try to bring as much related background information into each day's work as I can. I believe a great deal of teaching can take place when we visit a farm by just a word on the facilities, breeding

program, or other outstanding features.

#### Teaching Schedules:

- Dec. 9-10—Parts of beef cow and ideal type.
- Feb. 8-9—Meats Identification Film.
- Feb. 11-12—Trip to meat market and slaughter house.
- Feb. 22—Parts of sheep—how to judge—meat vs. wool.
- Feb. 23—Judging sheep.
- Feb. 26—Practice judging sheep.
- Feb. 29—Swine parts and judging.
- Mar. 7—Meats film.
- Mar. 8-9—Judging and grading beef and lambs.
- Mar. 14-15—Judge pigs and sheep.
- Mar. 16—Slaughter house—meats.
- Mar. 17—Judge sheep.
- Mar. 21—Judge cows.
- Mar. 22—Review meats on identification cards.
- Mar. 23—Study of giving reasons.
- Mar. 24—Judge heifers.
- Mar. 26 (Sat.) Trip to Yerington to packing house with federal meat grader.
- Mar. 28—Judge bulls.
- Mar. 29-30—Trip to meat market.
- Mar. 31—Grade beef.
- Apr. 1—Review reasons—go over score cards.
- Apr. 3 (Sun.) Livestock show-judging.
- Apr. 4—Review meat films.
- Apr. 5—Slaughter house—review grading.
- Apr. 6—Score cards—listen to instructions and GOOD LUCK.

When you break each of these down by kinds of livestock and meat, it isn't much time for each; 29 class sessions of 55 minutes each. Results: 3 boys going to Kansas City in October.

I suspect there are several teachers who could add many things to what I have listed.

I believe there would be merit in discussions at some of our meetings about such things. We could all get a few ideas to make our jobs more interesting and enjoyable. □

## FUTURE THEMES

- July—Agricultural Education at the Crossroads
- August—Making Vocational Agriculture Broader Vocationally
- September—Materials and Methods

- October—Lay Participation
- November—Impact of Industrialization on Vocational Agriculture
- December—The Effect of Vocational Agriculture on College Success

**This school recognizes that**

# Agricultural Advancements Mean More Education

ELDON C. EVERETTS, Director, School of Vocational and Adult Education,  
Stoughton, Wisconsin

Do you know farmers who use horses to pull plows, milk cows by hand, or depend on kerosene lamps to light their homes? No, these practices are gone from the farm scene forever. Farming today is big business and farmers, in order to prosper, must have more technical knowledge and skill than ever before on which to base their decisions. To meet their needs is a challenge which faces educators and educational institutions throughout the nation.

To help meet the educational needs of the farmers in its area, the School of Vocational and Adult Education at Stoughton, Wisconsin, is offering a program to young farmers and adult farmers which assists them in learning technical knowledge to augment their ability to make sound decisions. In evaluating the scope of the Stoughton program, Dale C. Aebischer, Chief of Vocational Agriculture Education for the State Board of Vocational and Adult Education in Wisconsin, states, "The Stoughton vocational school is developing a young and adult farmer program which already serves more farmers and offers a greater number of courses than any other school in the state. Other school administrators would do well to examine this program with the view of modifying all or parts of these offerings to their particular situations."

However, before the Stoughton program could become a reality, careful planning was necessary to determine the courses which would best meet the needs of the particular farmers to be served. First, an advisory committee comprised of eight farmers (four farm owners and four tenant farmers), the vocational agriculture instructor, and the school director was selected. Choice of the eight farmers was made by the city board of vocational and adult education from a list of fourteen interested, progressive farmers whose names had been previously submitted by the vocational agriculture instructor. Second, committee meetings were called by that instructor to evaluate courses then being offered, instruction of those

courses, and the on-the-farm visitation program then in progress. Third, using data obtained from this evaluation, the committee recommended the courses and course content which should be offered to the young and adult farmers. Fourth, those committee recommendations were presented to the school board which gave enthusiastic approval to the adoption of the proposed program.

The Stoughton school, of course, encountered the problem which all schools do when inaugurating a new educational program: explaining to the public the content and advantages of the new program. Informing a progressive farmer of such impending changes creates no problem because he is constantly alert for new ideas and procedures to improve his farming techniques; however, reaching the significant number of farmers who are not equally informed is the problem. From his experience in conducting that informational program, Glenn Ketchum, vocational agriculture instructor for the Stoughton School of Vocational and Adult Education, emphasizes the necessity that an instructor seek personal contact with potential students to acquaint them with the expanded offerings of the school. Ketchum declares, "Each farmer has his own problems and these are his immediate concern. Therefore, if an instructor from the school in his locality can assist him in solving one of those problems or show him how he can learn new information or techniques which will increase the efficiency of his farming operation, that school has gained a new supporter for its program."

Specifically, the Stoughton school began its full-time vocational program for young and adult farmers on the following basis: All courses were conducted from 8:00 to 10:00 on Monday, Tuesday and Wednesday evenings. Fall courses began the last week in September, with spring courses ending the second week in April. Those courses and a brief outline of the course content follow:

#### Dairy Management—

- Nutrient requirements of dairy cattle
- Pasture, drylot and green feeding
- Dairy breeding
- Dry cow care and management
- Raising dairy heifers and beef
- I.B.M. testing and records
- Good milking practices
- Future of bulk milk
- Market milk price bargaining

#### Farm Management—

- Dairy marketing cooperatives
- Market control
- Marketing livestock
- Purchasing supplies
- Farm irrigation and Wisconsin water rights laws
- Farm estate planning
- Farm corporations
- Farm leases and contracts
- Farm liability insurance
- Preparing state and federal income tax returns

#### Farm Management and Farm Mechanics (Young farmers)—

- Moisture testing and feed storage
- Tobacco production and marketing
- Corn marketing and storage
- Father-son partnership and leases
- Family farm corporations
- Labor saving equipment construction
- Power tools

Care and sharpening of tools

Farm shop facilities

Farm safety and fire prevention

#### Farm Machinery Maintenance (Young farmers)—

- Safe operation of farm machinery
- Efficient tractor power application
- Tractor tune-up
- Corn picker maintenance
- Air cooled farm engine maintenance
- Hay bailer maintenance
- Combine maintenance
- Forage harvester maintenance
- Hay mower maintenance
- Field sprayer maintenance

#### Farm Machinery—

- Type of tractors
- Fuel, lubrication and carburetion
- Ignition, timing and batteries
- Trouble shooting practices
- Hay bailer operations
- Combine operations
- Mower operations
- Forage harvester operations
- Field sprayers

#### Meat Production—

- Beef production and performance
- Rations and requirements for beef
- Beef breeding management
- Beef parasite and disease control
- Meat-type hog production and performance
- Gestation and farrowing management
- Efficient housing and equipment for hogs
- Rations and nutrient requirements for hogs



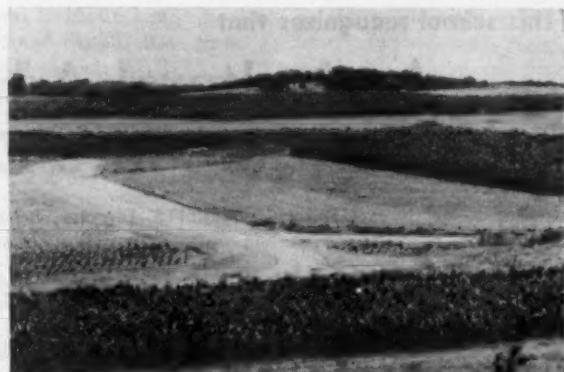
Stoughton vo-ag instructor, Glenn Ketchum (left), is shown with farmer Helmer Holte comparing the results of atrazine granules on corn rows in the right of the photo with rows which have not been treated. This test plot was developed in the Chemurgy course conducted by the Stoughton school.

#### Disease and parasite control in hogs Farm Chemurgy—

- Antibiotics and chemicals in food
- Use of antibiotics, arsenicals, hormones and systemics
- Soil sterilization and nematode control
- Insecticides in Wisconsin
- Chemical application and equipment
- Selection and response to weedicides

The Stoughton School of Vocational and Adult Education, as do most schools, recognizes the significance of procuring competent part-time instructors. Although it is not difficult to find "trade-competent" individuals, obtaining the services of persons who can convey their knowledge to others in a logical, thorough and interesting manner is a different matter. The Stoughton school, therefore, went beyond its immediate area for such essential teachers. For instance, from the University of Wisconsin Agriculture Extension Department, located fifteen miles away, the school acquired the services of several extension specialists who willingly assisted the vocational agriculture instructor as resource consultants in the young and adult farmer program. Also, when the instructional unit concerned farm machinery, representatives from all the farm machinery distributors in the Stoughton area were happy to display and discuss outstanding features of their products.

Although the automobile has greatly shortened distances and some persons will travel many miles to acquire an education, farmers in the Stoughton area who most need assistance in developing their agricultural programs have proved to be the type who prefer attending classes conducted in the school buildings of their individual townships rather than in the agriculture department of the vocational



Shown are soil conservation contour strips and the new drainage ditch of Fred Stroupe, student in the adult farmer class in Farm Management conducted by the Stoughton school. Stroupe no longer needs two tractors to pull his chopper up hill; instead, he follows contour strips around the incline, gradually progressing to the top.

and adult school. In fact, supervisors of the agricultural division of the Wisconsin State Board of Vocational and Adult Education have long advocated that vocational schools provide a certain amount of off-campus instruction. Chief supervisor Aeischer, in describing the reason that farmers prefer attending class at the school in their area, states, "They know that when young and adult farmer classes are conducted in their locality, they will be with their friends and neighbors. Otherwise, returning to school may be difficult because they've been away so long and the classroom atmosphere may not be to their liking." The two classes which the Stoughton school conducted in township school buildings during the first year enrolled more students, and averaged better attendance, than was true for classes offered in the vocational agriculture department of the school itself.

Financing vocational agriculture education for young and adult farmers in Wisconsin is greatly assisted by the "State Plan" for fostering and promoting such programs. For example, the Wisconsin State Board of Vocational and Adult Education provides to all schools which conduct young and adult farmer classes in accordance with its requirements, state and federal aid at the rate not to exceed five-sixths of the salary of necessary instructors, exclusive of travel. And, because the vocational and adult schools in Wisconsin are financed primarily by city funds and because students in attendance at young and adult farmer classes are nonresidents, the Stoughton vocational school requested and received financial support from its county to pay the remaining one-sixth of the instructional costs of the agriculture program. However, a

two-dollar fee is required of each young or adult farmer enrolling in the Stoughton school. These fees defray the traveling expenses of the agriculture instructor who, in order to comply with the "State Plan," must conduct individual on-the-farm instruction for each student at least six times during the school year.

After only one year's operation of the program described in the previous paragraphs, interest in the offerings of the Stoughton School of Vocational



Don Starks, student in the Stoughton young farmer program, checks the oil of his tractor, a procedure stressed in the Machinery Maintenance course in which Starks was enrolled.

and Adult Education has grown to the point where, to meet the needs of the young and adult farmers in the area, expansion is necessary in the number of classes, course content and faculty. Additional courses to be offered, together with most of the



**Farmer Percy Swalheim (left), assists vo-ag instructor Glenn Ketchum as Ketchum demonstrates proper techniques of de-horning a calf. This demonstration is part of the Dairy Management course conducted by the Stoughton school.**

courses previously mentioned, include:

#### Day Class for Young Farmers—

This is a Saturday course in Animal Nutrition and Soil Fertility conducted from 10 a.m. to 12 noon for post high school students. Emphasis will be on animal growth rate and health, rationing costs and formulas, and development of an extensive soil map of the home farm.

#### Veterinary Practices for Farmers—

A former veterinarian now with the University of Wisconsin Research Division will stress farm sanitation, immunization, and such skills with livestock as medication, injections, de-horning, diagnosing animal difficulties and ascertaining when to call a veterinarian.

#### Rural Electrification—

This class will emphasize adequate wiring, the state electrical code, and purchasing and servicing of motors. Fundamental wiring procedures will be described, demonstrated and practiced.

#### Electric Arc Welding for Farmers—

Instruction will include discussion of types of equipment and its maintenance, welding rod, metal identification methods and preparing the metal for welding. Basic skills in butt, lap, horizontal and vertical welding techniques will be demonstrated and performed by the students.

#### Farm Bookkeeping—

Preparing records for social security

and income tax and the analysis of farm business for farmers and their wives will be featured in this course in double-entry bookkeeping.

#### Crop Production—

The students in this class will learn factors relevant to timely planting and harvesting, storage, handling facilities, crop varieties and use of fertilizers and chemicals.

In view of constant technological advances being made in agriculture, it is essential that American schools offer educational opportunities for young farmers and adult farmers to assist them in keeping abreast with those advances. Especially essential are technical courses of a specialized nature which will meet the needs of the farmers in a specific locality. On-the-farm instruction, too, is becoming more and more an integral part of the vocational agriculture program. Only by providing such varied information in educational situations that are easily available to a farmer and that encourage his participation will he be motivated to utilize techniques of efficient farm management and production. □

### Gandy Editor of "The Agricultural Education Magazine"



Beginning with the July, 1961, issue, Dr. Thomas W. Gandy will be the editor of *The Agricultural Education Magazine*.

Gandy has been a member of the Agricultural Education Staff, Au-

### News and Views of the Profession

burn University, Alabama, since June, 1950. He is a native of Alabama, though he received his undergraduate schooling at Berry College, Mt. Berry, Georgia. He served four years in the U. S. Navy during World War II, after which he taught vocational agriculture in Alabama for four years.

Dr. Gandy received his M.S. degree from the Alabama Polytechnic Institute (now Auburn University) and

the Ed.D. degree from the University of Illinois. He has been president of the National Berry College and Schools Alumni Association for two years and has been a member of the Board of Trustees of Berry College. His main professional interests have been in the fields of student teaching, psychology and audio-visual aids. He has been a special editor of *The Agricultural Education Magazine* for four years. □

yourself reference.

The book provides many good suggestions and practical helps to the beginner who wants to improve his writing and speaking. The author relates his experiences as a writer and speaker throughout the book and gives practical suggestions that the individual may use to identify the essential qualifications for writing and speaking and how to acquire the needed competencies.

The book has twenty chapters which include specific helps on the use of words, sentences, and paragraphs; writing news releases, editorials, and letters; how to study, take notes, organize, classify, and file information to be used in writing and speaking; and how to mem-

orize, use humor, act as a chairman of a meeting, hold a conference, and make a speech. It is a good reference for students in vocational agriculture and teachers, and would be a good addition to the agriculture library.

Mr. Eastman is a Trustee of Ithaca College, a member of the National Council of the Boy Scouts of America, and President of the New York State Council on Rural Education. He has been a teacher of agriculture, high-school principal, county agricultural agent, and editor of the *American Agriculturist Magazine* of which he is now president.

Carl F. Lamar,  
Teacher Trainer,  
University of Kentucky



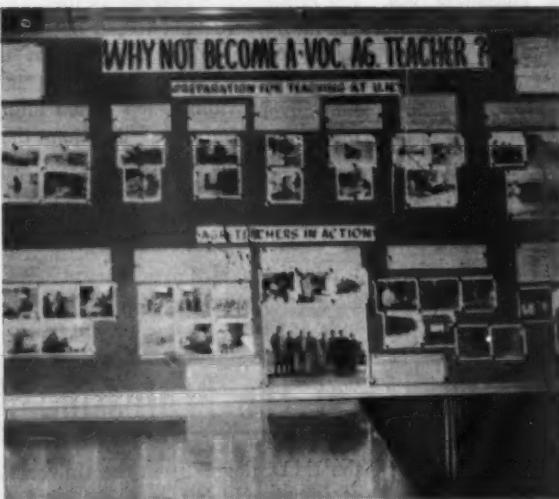
**HOW TO SPEAK AND WRITE FOR RURAL AUDIENCES** by Edward R. Eastman. Published by the Interstate Printers and Publishers, Inc., Danville, Illinois. Illustrated, 164 pp. Price \$3.95.

This is an excellent reference for students who want to learn to write and speak effectively. The style of writing and the print make for easy reading and effective use as a self-help or do-it-

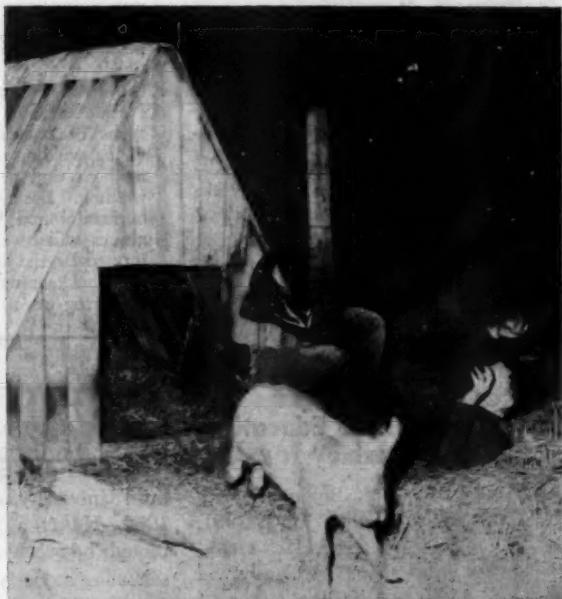
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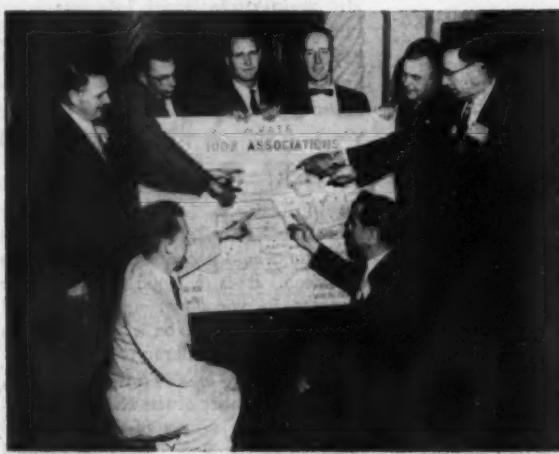
Delegates in attendance at NVATA Regional officers meeting in Athens, Georgia, August 1 and 2, 1960. The delegates are shown enjoying J. O. Barnes at the beginning of his report. Left to right—Barnes; Fred Lay and Bob Warren, N. C.; W. H. McMinn, Miss.; H. L. Smith, Ga.; F. D. Johnson, S. C.; E. W. Crowley, Miss.; L. E. Norris and L. W. Smith, Ga.; D. R. Chastain and H. M. McCallum, S. C.



Bulletin board for high school visitation day. The theme—Why Not Become a Vocational Agriculture Teacher—Part I, pictures to show activities at University of Nevada in preparation of teachers. Part II, pictures of teachers in action on their jobs.

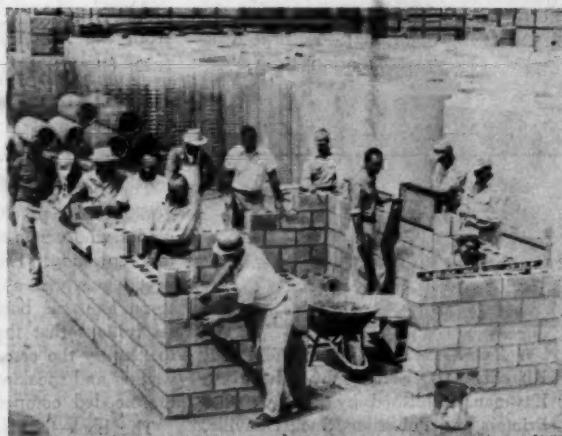


Not all farming program supervision goes as planned. Here Laird Gustafson of the Deer Lodge, Montana, FFA Chapter is upended by a gilt he was going to show his teacher, Frank Westfall. The hoghouse was a freshman shop project.



The occasion is the recognition of Region III as being the first region in NVATA history to have the dues paid for every teacher of vocational agriculture in every state of the region.

Left to right: In front, State President Glen Nelson, Mitchell, Nebraska and Harold Crawford, Sac City, Iowa. Standing, Donald Davison, Washburn, North Dakota; Ernest Wingen, Haven, South Dakota, Verdine Rice (at the time of the picture, alternate Vice President), Vice President, Region III, Williston, North Dakota; James E. Hamilton, Audubon, Iowa; Leo Keskinen, Duluth, Minnesota; and Art Weiner, West Bend, Wisconsin.



Five two-day concrete masonry workshops were conducted for North Dakota vocational agriculture instructors in August, 1960, with 59 of the 62 instructors in attendance. The workshops were conducted cooperatively by the Agricultural Education Department of the North Dakota State University, the Portland Cement Association, and the Dakota Concrete Products Producers.

